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ABSTRACT

As part of the American school reform movement, administrators are searching for ways of measuring students' skills and progress within the system. This book focuses on the qualitative assessment possible through the use of student portfolios, particularly at the college level. It begins with a critical examination of multiple-choice, standardized testing, then moves to a discussion of the human beings who populate the world of higher education and the psychosocial constructs that surround them. Chapter 2 discusses the belief that respect for diversity of all kinds is essential to the creation of a healthy society, growing out of the concern that national assessment movements may accidentally forget the human beings who are being assessed. Chapters 3 and 4 explore the nature and use of student portfolios in assessment, the steps that might be taken to make the implementation of portfolios practical and the role that portfolio assessment might play in improving programs, instruction, and the quality of students' learning. Finally, the book offers a broad variety of approaches to teaching and learning across the curriculum. Appendices provide the GCP (General College Program) Assessment Project outcomes and a sample portfolio handout for English majors (Fall 1993). (Contains over 150 references and an index.) (GLR)

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